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LEAVING CERTIFICATE EXAMINATION, 2002

# English - Ordinary Level - Paper 2

Total Marks: 200

Wednesday, 5<sup>th</sup> June – Afternoon, 1.30 – 4.50

Candidates must attempt the following:-

- **ONE** question from SECTION I – The Single Text
- **ONE** question from SECTION II – The Comparative Study
- **THE QUESTIONS** on the Unseen Poem from SECTION III – Poetry
- The questions on **ONE** of the Prescribed Poems from SECTION III – Poetry

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# SECTION I

## THE SINGLE TEXT (60 MARKS)

Candidates must answer on **ONE** text (A – J).

### A JANE EYRE – Charlotte Brontë

Read the following short extract from Chapter 4 of *Jane Eyre* in which Jane is speaking to her aunt, Mrs. Reed:

***“I am not deceitful: if I were, I should say I loved you; but I declare I do not love you: I dislike you the worst of anybody in the world except John Reed... If anyone asks me how I liked you, and how you treated me, I will say the very thought of you makes me sick, and that you treated me with miserable cruelty.”***

Answer **all** of the questions.

1.
  - (a) How has Mrs. Reed treated Jane to cause this strong reaction? Refer to the novel in your answer. (10)
  - (b) What does this short speech tell you about the character of Jane? (10)
  - (c) Briefly describe one other incident from the novel where Jane copes with a difficult situation. (10)
2. Answer **ONE** of the following: [Each part carries 30 marks]
  - (i) Imagine Mr. Brocklehurst had a sudden change of heart and felt very sorry for the way he treated Jane and the other girls at Lowood School. Write the letter of apology he would send to Jane and the other girls. Your letter should refer to events that take place in the novel.

**OR**
  - (ii) Childhood, as Jane experienced it, is very different from childhood as experienced today. Do you agree with this statement? Refer to the novel in support of your views.

**OR**
  - (iii) “Jane Eyre has many qualities that we can admire.”  
What do you think of this view of Jane? Refer to the novel in support of your answer.

### B GREAT EXPECTATIONS – Charles Dickens

Answer **all** of the questions.

1.
  - (a) Give a brief description of the character of Jaggers, the lawyer, in the novel, *Great Expectations*. (10)
  - (b) What is your view of his treatment of Pip? (10)
  - (c) In the novel, Dickens shows the terrible conditions that prisoners lived in. Describe these conditions. (10)

**B (Continued)**

2. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Imagine you were a family counsellor asked to give advice to Joe Gargery and Mrs. Joe about how they might get on better together and how they should bring up Pip. Write down what you would say to them.

**OR**

- (ii) Pip would have been much happier if he had never met Magwitch and had never had his great expectations. What is your opinion? Explain your answer by reference to the novel.

**OR**

- (iii) “Estella is cruel to Pip and does not deserve his love.” What is your opinion? Explain your answer by reference to the novel.

**C PHILADELPHIA HERE I COME – Brian Friel**

[The following short extract is taken from Episode II when Gar is saying his final goodbye to Kate.]

**KATE:** I hope you’re very happy there and that life will be good to you.

**PUBLIC:** [*Slightly louder*] I’ll make sure life’s good to me from now on.

**KATE:** Your father’ll miss you.

**PUBLIC:** [*rapidly, aggressively*] That’s his look out! D’you know something? If I had to spend another week in Ballybeg, I’d go off my bloody head! This place would drive anybody crazy! Look around you, for God’s sake! Look at Master Boyle! Look at my father! Look at the Canon! Look at the boys! Asylum cases, the whole bloody lot of them!

Answer **all** of the questions.

1. (a) Why, in your view, does Gar speak so aggressively to Kate in this scene? (10)
- (b) “Asylum cases, the whole bloody lot of them!”  
In your opinion, which one of the characters mentioned above by Gar best fits this description? Support your answer. (10)
- (c) Did you think Gar, himself, was very different from the other people in his hometown of Ballybeg? Support your view by brief reference to the play. (10)
2. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) “Gar’s relationship with Kate Doogan ends in disappointment for both of them.” Would you agree with this view? Support your answer by reference to the play.

**OR**

- (ii) Imagine that Gar and his father, S.B., want to get on better and they come to you for advice. What advice would you give them? Your answer should refer to events from the play.

**OR**

- (iii) There are many funny moments in Brian Friel’s *Philadelphia, Here I Come*. Describe one moment from the play that you thought was funny and say why you found it to be so.

**D FAR FROM THE MADDING CROWD – Thomas Hardy**

Answer **all** of the questions.

1. (a) Briefly describe the great storm (on the night of the harvest supper) when Gabriel Oak saved Bathsheba's corn. (10)
  - (b) Sergeant Troy and Gabriel Oak behaved very differently during the storm. What does the reaction of each tell you about his character? Refer to the novel in your answer. (10)
  - (c) What effect did Bathsheba's experience on the night of the storm have on her relationship with Sergeant Troy and with Gabriel Oak? Explain your answer. (10)
2. Answer **ONE** of the following: [Each part carries 30 marks]
- (i) Imagine that Gabriel Oak, Sergeant Troy and Farmer Boldwood were asked to write descriptions of themselves for a dating agency, each explaining why he would make a good husband for Bathsheba. Choose **one** of the characters and write the description he would make of himself.  
**OR**
  - (ii) "Hardy is excellent at describing a world and a way of life." Do you agree? Explain your answer by reference to the novel.  
**OR**
  - (iii) There are many dramatic scenes in the novel. In your opinion, which scene is the most dramatic? Explain your choice by reference to the novel.

**E LIES OF SILENCE - Brian Moore**

*" 'Put that down,' a voice said. 'Stay where you are.'  
A blinding light shone in his face. 'Where's the switch?' a second voice said.  
They were young voices, flat, male, Ulster accents. The blinding light came closer.  
The hall light came on.  
Facing him, a flashlight in one hand and a revolver in the other, was a hooded figure, its head masked in a woollen balaclava helmet, the eyeholes cut wide showing the cheekbones."  
(Chapter Two)*

Answer **all** of the questions.

1. (a) What event is taking place in this short extract from the novel? (10)
  - (b) How does Michael Dillon react to the instructions given to him by the IRA Volunteers? (10)
  - (c) What, in your view, is the most important thing that happens as a result of the way Michael reacts? Give a reason for your answer. (10)
2. Answer **ONE** of the following: [Each part carries 30 marks]
- (i) "*Lies of Silence* is a very tense and exciting story." Write out your response to this description of the novel. Support your points by reference to the text.

**OR**

## E (Continued)

- (ii) “Moira Dillon is a braver person than her husband, Michael.”  
To what extent would you agree with this view? Support your points by reference to the novel.

**OR**

- (iii) Describe how life turns out for Michael, Moira, and Andrea, the central characters in the novel.

## F MY OEDIPUS COMPLEX AND OTHER STORIES – Frank O’Connor

Answer **all** of the questions.

1. (a) Write a brief summary of the story that you found most interesting in this collection. You must give the name of the story you choose. (10)
- (b) Why did this story interest you? Give reasons for your answer. (10)
2. What was it about this story that made it similar to, or different from, any other story in the book? Support your answer by reference to both stories. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
- (i) “Life as it is lived in the stories of Frank O’Connor is very different from the life we live today.”  
What do you think of this view? Support your answer by reference to one or more of the stories in the collection.

**OR**

- (ii) Write an account of the character that you liked best in the stories of Frank O’Connor. Support your views by reference to one or more of the stories.

**OR**

- (iii) “Often, the stories of Frank O’Connor have their funny moments and their serious moments.”  
Which aspect of the stories did you prefer, the fun or the seriousness?  
Support your view by reference to one or more of the stories.

## G KING LEAR – William Shakespeare

Answer **all** of the questions.

1. (a) Briefly describe how King Lear behaved during the storm. (10)
- (b) In your opinion, was the storm scene a very dramatic scene? Briefly explain your answer. (10)
- (c) Gloucester paid dearly for helping King Lear when Lear was sent out by his daughters into the storm. Briefly describe the scene when Gloucester was punished by Cornwall and Regan. (10)
2. Answer **ONE** of the following: [Each part carries 30 marks]
- (i) “A good play should teach us something about life.”  
What did your reading of *King Lear* teach you about relationships and about how people should treat one another?

**G (Continued)**

**OR**

- (ii) The motion for a class debate is:  
“In the play, *King Lear*, love is stronger than hate.”  
Write the speech you would make **for** or **against** this motion.

**OR**

- (iii) “Regan and Goneril – The sisters from hell!”  
Using your knowledge of their behaviour in the play, *King Lear*, write a report for a tabloid newspaper under the above headline.

**H HAMLET – William Shakespeare**

Answer **all** of the questions.

1. (a) Write a short account of an important moment or scene from Shakespeare’s *Hamlet*. (10)
- (b) Why, in your view, was that moment or scene an important one? (10)
2. From the following statements, choose the one which best conveys what the play is about. Give reasons for your choice.
- *It is a play about revenge*
  - *It is a play about love*
  - *It is a play about madness* (10)

3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) “We find it hard to feel any sorrow for Gertrude, Hamlet’s mother.”  
Write a response to this statement supporting your points by reference to the play.

**OR**

- (ii) Imagine you are a young servant living in the castle of Elsinore, the home of Hamlet. Write a letter to your parents telling them about the kinds of things that go on in the castle. Your letter should refer to characters and events from the play.

**OR**

- (iii) “Polonius is a good father to his children, Laertes and Ophelia.”  
To what extent would you agree with this statement? Support your view by reference to the play.

**I ANTIGONE – Sophocles**

Answer **all** of the questions.

1. (a) Why did Creon give his order about the burial of the body of Polynices? (10)
- (b) Briefly describe Antigone’s response to the order and what happened to her as a result. (10)
- (c) Haemon, the son of Creon, was in a really bad situation; he was in love with Antigone but greatly respected his father, Creon. Whose side would you have taken, if you were Haemon? Explain your answer. (10)

## I (Continued)

2. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Imagine you were a family friend trying to help Antigone and Creon to solve their disagreement about the burial of Polynices. What advice would you give to each?

**OR**

- (ii) Imagine you were directing a film based on the play, *Antigone*. What actors would you cast in the role of Creon, King of Thebes; Antigone, his niece; and Haemon, his son? Explain your choices.

**OR**

- (iii) Write a letter to Sophocles, the writer of the play, *Antigone*, telling him what you thought of it. Refer to the play in your answer.

## J THE ROAD TO MEMPHIS – Mildred Taylor

Answer **all** of the questions.

1. (a) How would you describe the character of Cassie Logan, in *The Road to Memphis*? Support your view by reference to the novel. (10)
- (b) Describe a moment from the novel when Cassie felt threatened or in danger, and say how she coped with it. (10)
- (c) In your view, which character from the novel is most important to Cassie? Support your view by reference to the text. (10)

2. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Cassie describes Jeremy Simms as being “like no other white boy I knew”. How is Jeremy different from other white boys such as Statler Aames? Support your answer by reference to the text.

**OR**

- (ii) What do you think is the most important lesson about life that readers can learn from *The Road to Memphis*? Support your answer by reference to the text.

**OR**

- (iii) Write a note on the part played by Solomon Bradley in the novel. Support your points by reference to the text.

# SECTION II

## THE COMPARATIVE STUDY (70 MARKS)

Candidates must answer **ONE** question from **either A – Relationships or B – Social Setting**.

In your answer you may not use the text you have answered on in **SECTION I – The Single Text**.

**N.B.** The questions use the word **text** to refer to all the different kinds of texts available for study on this course, i.e. novel, play, short story, autobiography, biography, travel, and film. The questions use the word **author** to refer to novelists, playwrights, writers in all genre, and film-directors.

### **A RELATIONSHIPS**

1. (a) Choose one of the texts that you have studied in your comparative course and describe a relationship that made a strong impression on you. (30)
- (b) Compare a relationship from a different text with the one you have described in (a) above. (40)

**OR**

2. Imagine you are one of the characters in a relationship in a text you have studied. Now complete the following statements:
- (a) - *The best or worst moment in the relationship was when...* (30)
- (b) - *The moment I've just described is like (or unlike) one in another text because...* (40)

### **B SOCIAL SETTING**

1. (a) Choose one of the texts you have studied in your comparative course and describe aspects of the world of the text which made life difficult for a central character. (20)
- (b) Taking another text from your comparative course, describe aspects of its world which made life difficult for a central character. (20)
- (c) Compare how these characters dealt with the difficulties arising in their worlds. (30)

**OR**

2. (a) Imagine you are living in the world of one of the texts in your comparative study. Choose some of the statements listed below and write an account of the people in that world.
- *The people here are cruel*
  - *The people here are helpful*
  - *The people here are narrow-minded*
  - *The people here are interesting* (30)
- (b) Now, imagine you are living in the world of another text in your comparative study. How do the people in this world compare with the people you have described in (a) above? (40)



## SECTION III

### POETRY (70 marks)

Candidates must answer the questions on the Unseen Poem **and** the questions on **one** of the Prescribed Poems – A, B, C, D.

#### UNSEEN POEM (20 marks)

*In this poem, the American poet, Raymond Carver, records his impressions of the young people who try to make a little money 'eating' fire.*

*Read the poem at least twice and then respond to the questions that follow it.*

#### THE YOUNG FIRE EATERS OF MEXICO CITY

They fill their mouths with alcohol  
and blow it over a lighted candle  
at traffic signs. Anyplace, really,  
where cars line up and the drivers  
are angry and frustrated and looking  
for distraction – there you'll find  
the young fire eaters. Doing what they do  
for a few pesos. If they're lucky.  
But in a year their lips  
are scorched and their throats raw.  
They have no voice within a year.  
They can't talk or cry out –  
these silent children who hunt  
through the streets with a candle  
and a beer can filled with alcohol.  
They are called *milusos*. Which translates  
into "a thousand uses".

*Raymond Carver*

1. What impression of the lives of the fire eaters do you get from this poem? (10)
2. Write a note on what you like **or** dislike about the poem. (10)

## PRESCRIBED POETRY (50 marks)

You must answer on **ONE** of the following poems: (A - D)

### A. SWINEHERD

“When all this is over”, said the swineherd,  
“I mean to retire, where  
Nobody will have heard about my special skills  
And conversation is mainly about the weather.

I intend to learn how to make coffee, at least as well  
As the Portuguese lay-sister in the kitchen  
And polish the brass fenders every day.  
I want to lie awake at night  
Listening to cream crawling to the top of the jug  
And the water lying soft in the cistern.

I want to see an orchard where the trees grow in straight lines  
And the yellow fox finds shelter between the navy-blue trunks,  
Where it gets dark early in summer  
And the apple-blossom is allowed to wither on the bough.”

*Eiléan Ní Chuilleanáin*

1.
  - (a) From your reading of stanza 1, what is the swineherd’s attitude to his present life? (10)
  - (b) Judging from what he says about himself in the poem, how would you describe the character of the swineherd? (10)
  - (c) Do you like or dislike the way the swineherd describes his wishes in stanza 2? Refer to one of his wishes in your answer. (10)
2. Answer **ONE** of the following: [Each part carries 20 marks]
  - (i) Write down **three** of the things that the swineherd intends to experience in his retirement and say why you would **or** would not like to experience them.  

**OR**
  - (ii) “I want to see an orchard ...”  
Do you find the descriptions in this last stanza appealing? Support your answer.  

**OR**
  - (iii) Imagine you are a friend of the swineherd. Write a short letter to him in which you give him your honest opinion about the wishes he has for the future.

**B****THE EXPLOSION**

On the day of the explosion  
 Shadows pointed towards the pithead:  
 In the sun the slagheap slept.

At noon, there came a tremor; cows  
 Stopped chewing for a second; sun,  
 Scarfed as in a heat-haze, dimmed.

Down the lane came men in pitboots  
 Coughing oath-edged talk and pipe-smoke,  
 Shouldering off the freshened silence.

*The dead go on before us, they  
 Are sitting in God's house in comfort,  
 We shall see them face to face –*

One chased after rabbits; lost them;  
 Came back with a nest of lark's eggs;  
 Showed them; lodged them in the grasses.

Plain as lettering in the chapels  
 It was said, and for a second  
 Wives saw men of the explosion

So they passed in beards and moleskins,  
 Fathers, brothers, nicknames, laughter,  
 Through the tall gates standing open.

Larger than in life they managed –  
 Gold as on a coin, or walking  
 Somehow from the sun towards them,

One showing the eggs unbroken.

*Philip Larkin*

1. (a) What impression of the miners do you get from reading the opening four stanzas of the above poem? Support your view by reference to the text. (10)
- (b) Stanza five (“At noon, there came a tremor...”) describes the moment of the explosion. What effect does the poet achieve by describing the event in the manner in which he does? Give a reason in support of your view. (10)
2. Why, in your opinion, does Larkin end the poem with the image of the “eggs unbroken”? Support your answer by reference to the poem. (10)
3. Answer **ONE** of the following: [Each part carries 20 marks]
  - (i) Compare *The Explosion* with any other poem by Philip Larkin that you have studied as part of your course.  
**OR**
  - (ii) What, in your opinion, can we learn about Philip Larkin himself, (the things he values or considers important) from reading this poem? Support your view by brief reference to the poem.  
**OR**
  - (iii) Imagine that the wife of one of the men killed in the explosion were to write an article describing the event for her local newspaper. Write out a paragraph that you think she might include in her article.

C

**“Hope” is the thing with feathers**

“Hope” is the thing with feathers –  
That perches in the soul –  
And sings the tune without the words –  
And never stops – at all –

And sweetest – in the Gale – is heard –  
And sore must be the storm –  
That could abash the little Bird  
That kept so many warm –

I’ve heard it in the chillest land –  
And on the strangest Sea –  
Yet, never, in Extremity,  
It asked a crumb – of Me.

*Emily Dickinson*

1.
  - (a) In your view, what is the central message of this poem? (10)
  - (b) Why, in your opinion, does the poet describe ‘hope’ as a bird-like thing? (10)
  - (c) Which line or lines from the poem best describe ‘hope’ to you? Explain your answer. (10)
2. Answer **ONE** of the following: [Each part carries 20 marks]
  - (i) Some readers say that this poem brings them comfort, others say it makes them feel worried or lonely. What is your response to the poem?

**OR**
  - (ii) “Yet, never, in Extremity,  
It asked a crumb – of Me.”  
What do these two lines mean to you?

**OR**
  - (iii) Dickinson uses dashes instead of normal punctuation; she uses capital letters in unusual places. How would you explain these unusual aspects of her poetry to a reader who was puzzled by them? You may, if you wish, refer also to the other poem by Dickinson on your course.

**D****AN IRISH AIRMAN FORESEES HIS DEATH**

I know that I shall meet my fate  
Somewhere among the clouds above;  
Those that I fight I do not hate,  
Those that I guard I do not love;  
My country is Kiltartan Cross,  
My countrymen Kiltartan's poor,  
No likely end could bring them loss  
Or leave them happier than before.  
Nor law, nor duty bade me fight,  
Nor public men, nor cheering crowds,  
A lonely impulse of delight  
Drove to this tumult in the clouds;  
I balanced all, brought all to mind,  
The years to come seemed waste of breath,  
A waste of breath the years behind  
In balance with this life, this death.

*W.B. Yeats*

1. (a) What, in your view, is the attitude of the airman to the war in which he is fighting? (10)
  - (b) Write out the line or phrase from the poem that best shows his attitude. Give a reason for your choice. (10)
  - (c) Write a short paragraph in which you outline your feelings towards the airman. Support your view by quotation from the poem. (10)
2. Answer **ONE** of the following: [Each part carries 20 marks]
- (i) "I balanced all, brought all to mind"  
What are the kinds of things the airman is referring to in this line from the poem?

**OR**

- (ii) Imagine the airman has to give a short speech to his fellow pilots as they prepare for battle. Write out the text of the speech he might give.

**OR**

- (iii) Suggest a different title for the above poem. Give reasons for your answer, supporting them by quotation from the poem.